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ABSTRACT

This brief booklet presents a listing of highly rated elementary and secondary social studies books compiled by the Asia Society Textbook Evaluation Project. The Asia Society listing describes some of the best available textbooks for the teacher with limited time. The appendix includes a listing of additional references in which descriptions and critical annotations on a wide range of other materials can be found. (Author/AM)

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THE ASIA SOCIETY

Education Program

HIGHLY RATED ELEMENTARY AND SECONDARY SOCIAL STUDIES BOOKS

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ASIA SOCIETY TEXTBOOK EVALUATION PROJECT

Elementary Grades

The Addison Wesley Taba Program in the Social Sciences was the only elementary series to receive consistently good ratings in the Asia Society evaluation. Five out of seven titles have Asian content. Four of these received high ratings. The approach of the series is basically anthropology for the elementary school, but the detailed and useful teacher's guides call for a combination of instructional approaches: inquiry, value clarification, and skill exercises (maps, questioning, etc.). The series has made an effort to consult Asian scholars as well as social scientists, geographers, and education specialists. The result is an unusually authentic portrayal of Asian Life. One interesting feature is the incorporation of Indonesian, Thai and Japanese words into appropriate lessons.

The books do take a case study approach, and there are some dangers to guard against with this method. It limits the extent to which pluralism in a society can be portrayed. There are efforts to drop hints about pluralism in the title that deals with India, but there is not enough effort to illustrate diversity in Osaka, Japan. Students are shown scenes of industrialization, but there is no attempt to present the crafts or the puppet theater of Osaka, aspects of traditional life which are important in that city. Similarly, the section on the US has a disappointing tendency to show women (and no men) in the kitchen most of the time although one case study does point out that the woman of the family works in a store. Another woman is an unpaid volunteer. Careful questioning on the part of the teacher can point out these stock characterizations.

The teacher's guides are extensive and offer a wide range of suggestions for activities and sensitive handling of potentially ethnocentric questions. The suggestions for further reading are uneven and could be expanded. More Asian sources could be included as stories to read to students. This would reduce the sense of being on the outside looking in. However, the student bibliography in the Japan section of this people-centered series is noteworthy for including more Japanese sources than American sources.

People in Families, Grade One - Mary J. Shindelus & Mary C. Durkin, 1972, 127 pages, hb, $3.45, teacher's edition $4.32 - Asian content: Reading readiness unit with posters on the Balinese family. Topics include: weather, commerce, work, food, housing, school etiquette, family shrine, offerings to the spirits, festivals, making palm leaf fans, and temple dancing.

People in Communities, Grade Three - Elizabeth W. Samuels et al, 1972, 264 pp., hb, $4.77, teacher's edition $5.64 - 60 pages on the Thai of Bangkok. Topics include: transportation, etiquette, royalty, spirit houses, monks, Buddhism, education, housing, city life, commerce, geography, village life, and agriculture.

People in States, Grade Four - Alan Beals et al, 1972, hb, $4.83, 288 pp, teacher's edition $5.70 - 124 pages on Osaka, Prefecture in Japan and Mysore State in India. Topics include: Indian village life, agriculture, animals, food, betrothal and marriage, a wrestling match, government officials, city life, transportation, geography, and education. Japan topics: apartment living, family relations, TV, subway crowding, shopping, amusement, urban life, education, shipping food, constitution (article 9), small town life, crafts, burakumin.

People in Change: East Asia, Grade Six - D. Ian Allen et al, 1975, pb, $2.31, 132 pp., teacher's edition 90¢ - 132 pages on China and Japan. Korea is omitted entirely. The treatment of Confucianism is unsympathetic and may not encourage student interest in or appreciation of traditional China. Topics include: people of the Ch'ing dynasty, family relationships, village education, exam system, people in the PRC, schools, study groups, students in the countryside, daily life on the commune, marriage, people of "feudel" Japan, samurai, clan structure, Zen, contemporary Japan, smog, pollution, labor problems, relation of worker to manufacturer, historical survey from the Meiji period of World War II, a strike, municipal election, and the responsibilities of an urban son to village father.

Also available for elementary grades:

Living in Japan, Grade Three - O.L. Davis, Jr. & Melvin Arnoff, American, 1975, pb, 88¢, 24 pp. The book is thin and square with a bright attractive cover and many good quality color and black and white photos. The emphasis is on human geography - Japan's shape, land forms, vegetation, and the way people live. Most of the photos concentrate on the life of children. The book avoids a we-they tone by referring to "Japanese people" and "Japanese boys and girls" and often to simply "people" or "girls and boys." The book also gets beyond the exotic by explaining festivals as "having fun in special ways." Temples, shrines, and the kabuki stage are "special places." These are concepts that all children understand in their own cultures.

A Week in Lateef's World: India, Grade Three - photographs by Ray Shaw, text by Charlotte Zolotow, Crowell-Collier Press, London, 1970, hb, $3.83, n.p. A Kashmiri schoolboy, Lateef Tuman, is introduced in large attractive black and white photographs and descriptions of daily activities. He and his three-generation Muslim family reside on a houseboat on Lake Dal. The story devotes some attention to how the family earns a living, the school which Lateef attends, diet, recreation, and daily social activities: caring for the elderly and ill, marketing, praying, studying, chores and even brushing teeth. Teachers should make a note to inform students that all Indians are not Muslim houseboat dwellers and there are a few examples of focusing on what the community does not have. "The schoolyard is almost empty, with no grass. Just a few broken rocks are warmed in the sun." However, the photographs offer many insights into what Lateef's community does have and students can be cautioned not to dwell on the negative. For the most part, this is a well-written, appealing and well-illustrated book for young children.

(See also Japan: A Week in Daisuke's World in the same series)

Looking at China, Noel Gray, Black, Lipincott, 1974, hb, $5.95, 64 pp. A simply written book about old and new China. Beautifully illustrated, for ages 7-11.

* For grade 6, see also junior high.

Junior High

People and Cultures, Grade Seven - Merwyn S. Garbarino, Rand McNally, 1975, hb, $9.92, teacher's edition $9.92, 528 pages. The approach of this text is anthropology for the junior high student. It devotes 179 pages to India and Japan. The other units are on Tahiti, the Bedouins, and the Baganda of Uganda. The first twenty pages include some good sensitivity reading so students see that different cultures have different ways of using space, being impolite, and perceiving. Interdependence is illustrated. While the anthropological approach deals archetypes, rather than real people, portions of the India section are based on Charlotte and William Wiser's sociological study of village life, Behind Mud Walls.

There is a disappointing emphasis on crowding in Japan and some inaccurate descriptions of Japanese housing. On the whole however, there is an interesting effort to present the traditional - modern synthesis through the incorporation of humanistic materials, although the sources are credited only at the end of the book rather than on the same page for immediate student information.

Confucian China, O. L. Davis, Jr., American Book Company, 1971, pb, 82¢, 49 pages. The approach of the books is basically historical. The contents include: the geography of China with emphasis on the effects of rivers and floods; the growth and structure of Chou dynasty;feudalism; the break-up of the Chou dynasty and the consequent flowering of the Confucian philosophy; an explanation of Confucian ideas with emphasis on this philosophy as a social philosophy; the founding of the Ch'in and the Han dynasties. The format makes excellent use of materials from the period, reproductions of paintings, bronzes, etc. But the book has one important inaccuracy: in the explanation of the 5 virtues the second virtue is incorrectly cited as JEN instead of YI. Another reservation is the text neglects later development in Sung and Ming Confucian philosophy, however a general evaluation leads to the conclusion the book is excellent on the limited period with which it deals.(Designed for Grade 6)

Cultures in Transition: China, James Neil Hantula, Follett Publishing Company, 1973, pb, $2.52, 96 pages. The approach of the whole series is mainly historical. The format is varied, using photographs and reproductions of paintings. Primary materials are offset from the main text. The contents deal successively with:the geography of China; Confucian China including the social philosophy of Confucianism; the examination system; Mandarin culture and the farmer's culture. Buddhism and Taoism are introduced as alternatives to the main Confucian system. The next unit deals with the impact of the West, the internal challenges to Confucianism of the 19th century, the rise of nationalism and the two major political parties:the Kuomintang and the Communist Party. The last unit brings up the issues of the past 1949 era, and it emphasizes the economic problems. The strengths are the relatively good use of literary and primary materials in the section on the Confucian system. However this does not hold true for the sections dealing with the post 1911 era. Supplementary literature is suggested. Brevity has blurred some facts and caused some inaccuracies. (Designed for Grade 6)

*A Culture in Transition: Japan, Mikiso Hane, Follett Publishing Company, 1973, pb, $2.52, 96 pages. The attractive format uses materials such as photographs of a drama performance and reproductions of paintings. The study adopts a historical approach. The first section of the study presents the geographic setting and then moves on to the early culture, the borrowing of Chinese culture in the Nara period and its subsequent modification in Heian. The next section deals with the breakdown of the Heian central government, the rise of the warrior class and the establishment of Tokugawa rule. Tokugawa society is presented in terms of "cruel" laws, attempts to arrest social change and isolate Japan, and the new merchant class and its culture. Finally the fall of the Tokugawa is related to the coming of Perry. The section on the Meiji restoration presents industrialization and the growth of nationalism which led to overseas expansion and finally to World War II. The presentation is an even explanation of the Japanese viewpoint. The final section deals with post-war reconstruction, the industrial boom, related pollution problems, and the role of traditional values in modern urbanized Japan. Overall this is a balanced and accurate description of Japan which notes use of humanistic and primary materials as an integral part of the study.

The Indian Subcontinent, Irwin Isenberg, Scholastic World Cultures Program, 1972, pb, $1.95, 187 pages, teacher's edition $2.50. An attractive book with many illustrations, this book deals with village life, education and progress, the green revolution, city life in Delhi, Madras, Dacca and Calcutta, caste, the family, purdah, marriage, food and clothing, Hinduism in India, Islam in Pakistan, and Buddhism in Ceylon. Inserts are also included on the following topics: Indus Valley, Aryan invasions, Europeans in India, Sepoy Rebellion, Independence Movement, Gandhi, Partition, and Nehru. Although generally reliable, the book does include some unfortunate captions such as "progress: poor ignorant, tradition-shackled - yet the continent moves forward..." which emphasize only poverty and neglect Asian strengths. Students might be encouraged to watch for the book's focus on problems and poverty. The teacher's guide suggests some useful exercises, but it also uses value words such as "cruel" a number of times. The author does tend to promote the questionable assumptions that India was unchanging in traditional times and that traditional institutions such as caste were rigid and totally out of place in modern society. For supplementary materials and information on different perspectives see essays on the caste system and Indian literature available from the Asia Society, and materials from the Asian Studies Curriculum Center, East Building, New York University, New York, N.Y. 10003 and the Center for International Programs and Studies, State Department of Education, Albany, New York 12224.

China, Daniel Chu, Scholastic World Cultures Program, 1973, pb, $1.95, 192 pages, teacher's edition $2.50. Well written and attractive, on the whole this book offers accurate coverage of China and introduces interesting materials. The book covers Chinese civilization in history, the emergence of modern China and the place of the People's Republic of China and Taiwan in the world today. There are some inaccuracies and a tendency to emphasize poverty and China's growing power in some sections. More writings from Chinese might have been included. Most of the black and white illustrations are very effective.

Southeast Asia, Matthew Mestrovic, Consultant: Lauriston Sharp, Scholastic World Cultures Program, 1974, pb, $1.95, 208 pages, teacher's edition $2.50. This attractive and well-illustrated book covers a wide range of topics related to Burma, Thailand, Vietnam, Laos, Cambodia, Malaysia, Singapore,

*Designed also for Grade 6.

Indonesia, and the Philippines. Themes covered include diversity, geography, agricultural life, communications, political structure, population, slums, poverty, family life, Buddhism, Islam, Hinduism, housing, monuments, European influences, Vietnam War, urban life, the influence of technology and social upheaval. Attention is paid to poetry, performing arts, music, sculpture, and local sayings. Although an effort is made to explore Asian points of view, there is a tendency to project Western assumptions or a provincial outlook at times. Students might be encouraged to pick out examples which seem to reinforce a limited perspective: labels like the "gentle, easygoing Burmans," the "warlike Karens," references to a "bewildering variety of peoples and cultures," emphasis on European impressions of Southeast Asia, and beginning with the story of Sinbad the Sailor and a discussion of what we call the region instead of starting with descriptions of the area by the people themselves. The teacher's guide suggest a variety of useful activities.

The Story of Thailand, Brenda-Lu Forman et al, McCormick-Mathers Publishing Company, 1966, pb, $1.65, 124 pages. This book looks very much like a paperback school book, but is an unusually successful attempt to treat Thai culture as an interesting and intrinsically worthy form of human expression. The book covers a day in Bangkok, the market, the wats, the king, clothing, language, geography, rice, Buddhism, village life, holidays, sports, arts, and crafts. There are some inaccuracies and provincialisms such as referring to Thai music as "strange." Since the book was printed in 1966 a revision would be used as a good introduction to Thailand and would make a good library acquisition if classroom time does not allow coverage of Thailand.

The Story of India, Seymour Fersh, McCormick-Mathers Publishing Company, 1970, revised edition, pb, $1.80, 188 pages. Although this paperback looks very much like a school book with its large print, two-tone photographs, and bold headings, it is a useful overview of India. Attention is paid to arranged marriage, caste system, panchayats, cities, village life, architecture, music, dance, crafts, Tagore, geography, and history including: Mohenjodaro, the Aryans and the Vedas, Alexander, Asoka, Gupta, Moslem invasions, European contact, Gandhi, independence, partition, constitution and government. There is a strong treatment of arranged marriage and the panchayat. The book does try to promote student understanding of Indian points of view, but occasionally lapses into loaded words such as "improved" or "dictatorship." The religion section could be reworked, and teachers might supplement the book with readings from Indian literature and other writings.

High School

Through Indian Eyes, Grades 9-12, Edited by Donald J. & Jean E. Johnson, Praeger, 1974, 2 vols., pb, $2.75 each or 1 vol., hb, $7.50, 292 pages. A teacher reviewer said of this book, "I love to use these books because the students really get into them. . . The human interest level is so high that many of the parents read the book within the first week." Its primary purpose is to introduce India rather than any given discipline. The approach is primarily humanistic, and India is presented largely through Indian primary sources: magazine articles, novels, autobiographies, short stories, newspaper accounts, biography, political pamphlets, interviews or conversations, speeches, popular village studies, travelouges, letters, epics, songbooks, and folk tales. Useful editor's introductions provide necessary context. The paperback edition is divided into two volumes, Volume I pertains to personal (near) aspects of Indian life. Volume II pertains to the larger circle of national and international affairs. In both volumes the approach is not to offer "expert" analysis by outsiders, but to attempt to recreate the realities of everyday life as experienced by Indians. The interpretation is left to the readers.

Topics: Vol. I, The Wheel of Life: Classifying Cultures, the Joint Extended Family System, Roles, Socialization, Archetypes, the Students Stage of Life, the Guru System, Indian Arranged Marriages, the Male-Female Principle, Role of Women, the Householder Stage, the Tailor's Dharma, Caste, Untouchability, the Panchayat, Hindu Beliefs (Karma, moksha, Yoga, reincarnation, maya, Brahman-Atman, dharma, bhakti, Indian attitude toward death. Volume II, "Forging a Nation": Muslim-Hindu Fiction?, Indian Nationalistic Movement, Commitment to Democracy, Need for a National Language, Population Explosion, Need for Revolution in Education, How to Utilize Talented Youth, "Selling" Development, and Tradition and Modernity. Teachers might want to add material on Indian wars with China and Pakistan, center-state relations, corruption in government issues, and pre-Muslim history. However, an excellent teacher's guide suggests teaching strategies, activities, questions and resources for a full unit on India.

Through Japanese Eyes, Edited by Richard H. Minear, Preager, 1974, hb, $7.50, pb, 2 vols. $2.75 each, 289 pages. This book is a collection of humanistic and human interest primary source materials on Japan with editor's introductions preceding each selection. It includes documents, sections of novels, newspaper articles, etc. Some history is given but only back to 1600.

Topics include: Introduction on Studying Japan, The Affluent Society, Honda Soichiro, Japan's Economy, Tokugawa period, Excerpts from 19th century handbooks for farmers and samurai, Excerpts from Ihara Saikaku's novel, The Eternal Storehouse of Japan, Japanese Ethnocentrism, Commodore Perry, the Shogunate, Fukuzawa Yukichi, 19th Century Japanese Imperialism, Imperial Japan in 1940, World War II, Two Imperial Rescripts (Declaring War on the US and Britian, and Annoucing Japan's Surrender), Diary of a Teen-Age Boy during the Last Years of the War, Hiroshima and Nagasaki, Tojo's Testment, Constitutional Development, Mishima Yukio, Values of Contemporary Japanese Youth, Apartment Living, Minamata Diease, Pollution, Japanese Point of View on the Whale Problem, A Japanese Anti-Automobile Article, Zen Meditation, Women, Family Solidarity, Japanese-Americans, Pearl Harbor, Property Settlement to Japanese-Americans "Evacuated" during World War II, Senator Daniel Inouye and Name-calling at the Watergate Hearings, Poetry by Young Japanese-Americans.

We the Chinese, Edited by Deirdre & Neale Hunter, Praeger, 1971, hb, $7.50, pb, $2.95, 292 pages. This inviting book with a group of young Chinese laughing and waving on the cover, is basically an interpretive approach to contemporary China drawing on documents from Chinese sources. The reviewer notes that "The primary purpose of the book is to introduce China, not a discipline, and to demystify the background, progress, and goals of the Chinese revolution." The editors state, "This book is an attempt to make up, in a small way, for the lack of Chinese material available to Americans. It uses both literary and journalistic selections, in a anthology design to show what not only the Chinese, particularly the young, read and consider important, but also give an idea of what life is like in China today."

Contents include: "The Foolist Old Man Who Removed the Mountains," The Opium War, "The White-haired Girl," the Long March, Marriage, "Serve the People," A Worker's Life in the 1950's, the Great Leap Forward, Sports, Minorities, Ancient Fables, Chinese Government Statement on the Explosion of the First Atomic Bomb in 1964, Education Before the Cultural Revolution, City Students in the Countryside, The Cultural Revolution, "In Memory of Norman Bethune," Tachai Brigade, "Rejoing the Severed Fingers," "Peking Students Write to Party Central Committee and Chairman Mao Strongly Urging Abolition of Old College Entrance Examination System," and the Red Guards. As the document in the book dates for 1967, students should be encouraged to search out more recent articles particularly from Chinese Literature and China Reconstructs in order to stay abreast of recent developments in the People's Republic. These are available through China Books and Periodicals, 125 Fifth Avenue, New York, N.Y. 10006.

Through Chinese Eyes, Edited by Peter J. Seybolt, Praeger, 1974, 2 vols., pb, $2.75 each or 1 vol., hb, $7.50, 294 pages. Some very good issues are raised in this book which makes an effort to include Chinese primary sources. Many are journalistic or sociological, but a large number are from literature. There is a very effective use of stories to illustrate the traditional Chinese exam system. They do a good job of showing the Chinese sense of humor. There is a good section on traditional and contemporary Chinese poetry. The teacher's guides offer detailed suggestions on instructional strategies, activities and resources for teaching about China. One reader objected to the particularly compressed nature of some the material written by the editor to introduce selections and questioned the value of some of the values clarification exercises which put the focus on the student's feelings rather than on Asia.

Topics include: landlord abuse in the old society, revolutionary cadre organizations, settling accounts with landlords after 1949, the Long March, organization of cooperatives, traditional family ethic, women in China, education in China, learning from the workers, romance in China and the writer in China.

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Social Change: The Case of Rural China, Ezra Vogel et al, Allyn & Bacon, Inc., 1971, pb, set of 10 - $6.45, teacher's guide $1.50, 83 pages. The book deals with social, technological and economic changes in China since 1949. Topics include: land reform, the family, youth, women, village health and technology, and communes. Readings are fairly long, but effective use has been made of Chinese literature to illustrate sociological points. Some students may be put off by the play Do Not Spit at Random. The cross-talk, The Production Brigade Leader, might be used to show Chinese sense of humor as well as how art is used to transmit political values. (See Social Education, January 1973, p. 32) This book would be useful for sociology as well as Chinese studies and world history courses.

* Chinese Popular Fiction, David L. Weitzman et al, Addison Wesley Asian Studies Inquiry Program, 1969, $1.23, 64 pages. This book is a collection of excerpts from the best known examples of Chinese fiction from the first novels of the Ming to the stories of Chinese socialist realism. The classical novels which include Romance of the Three Kingdoms, Water Margin and Dream of the Red Chamber are introduced as an outgrowth of the oral storytelling tradition outside of regulation by scholars. The next section deals with the literary revolution which popularized the use of vernacular in writing modern stories. Selections are Lu Hsun's "Call to Arms: Preface," and "Medicine," and Pa Chin's "Family." Communist fiction is presented as a result of the Yenan Forum on Art and Literature when the Chinese Communist Party formulated its theory of a new Communist culture. The selections are Mao Tse-tung on Art & Literature, and "Wheelbarrows."

China: Readings on the Middle Kingdom, Edited by Leo Hellerman and Alan L. Stein, Washington Square Press, New York, 1971, pb, $1.25, 332 pages. Source book of readings from (among others) Confucius, Mencius, Sun Yat-sen, Marco Polo, Mao Tse-tung, Lin Pial, John K. Fairbank, Edward O. Rieschauer, Nikos Kazantzakis, Myra Roper, Dean Rusk, Adlai Stevenson, Dun J. Li, Derk Bodde, Lin Yutang, and Herrlee Creel. Some of the headings "Individuals or Robots?" or "Blue Ants or Proud Men?" are simplistic.

Modern China: The Story of a Revolution, by Orville Schell and Joseph Esherick, Vintage Books, 201 East 50th Street, New York, N.Y., 1972, pb, $1.50, 149 pages. An account of the Chinese people from the Opium Wars through the Cultural Revolution from a point of view sympathetic to the revolution.

A Chinese View of China, by John Gittings, Pantheon Books, 201 East 50th Street, New York, N.Y., 1973, pb, $1.95. The book includes readings from Chinese sources on: continuity and change in Imperial China; a century of struggle (Opium War through 1930's), and revolution in contemporary China. For able students.

Southeast Asia, Pendulum Press, Inc., Donald Swearer, 1973, pb, $1.56, 128 pages. A readable book for senior high school and freshman college students, Southeast Asia discusses geography and climate, ethnic unity and diversity, nature of peasant society, influence of India, greatness of Southeast Asia, China and Southeast Asia, Islam in Southeast Asia, colonialism and its impact, independence and nationalism, urban life education, religion, values and social customs, attitude toward history, and the future. Although there are few illustrations, the book is particularly good at recognizing the differences between frequent Western assumptions and Asian points of view. Strengths of village life are recognized. "Rather than referring to the countries of Southeast Asia as 'underdeveloped' or even 'developing', it would be more accurate to say that their development has been different from ours." Only serious deficiences are the book's difficult reading level, its lack of illustrations and the absence of writings by Asians.

China, James I. Clark, McDougal Littell & Company, 1976, 144 pp., $3.56. Handsomely illustrated, this book sets up a model of traditional Chinese society--geography, philosophy, scholar-officials, childrearing practices, marriage, gods and ancestors, death, daily life, and the "plight of the peasant"--examines China "in the hands of foreigners" and then takes a look at the "new society." Among the topics treated are voyages of discovery and exploration, the Opium trade and war, the 1911 revolution, war with the Japanese, the fall of Chiang, education, changes in marriage and religion, labor and production in the factories and on the farms, government and the dynastic cycle. Selections from Chinese writings are interspersed with the basically expository text. Thoughtful questions are raised. For able readers.

China: Yesterday and Today, Molly Joel Coye and Jon Livingston, eds., Bantam, 1975, 458 pp., $1.50. An anthology of readings on the land, people, language, religion, Imperial China, government, philosophy, family, class structure, culture, secret societies, rebellions, relationships with the West, and women, education the Cultural Revolution and foreign policy in China since 1949. Some significant Chinese documents, poetry, prose, and philosophy are included, but the majority of selections are by such diverse Western authorities as John K. Fairbank, Anna Louise Strong, Etienne Balazs, and Theodore White. For able readers.

Japan: Yesterday and Today, Ray F. Downs, Bantam, 1971, $1.50. A collection of readings by Japanese and Western authorities. The sources are complex and best suited to advanced students who are good readers and able to handle issues which are intelligently presented in sophisticated articles preceeded by thoughtful editorial introductions. The book might be used as independent reading for able students and excerpted from occasionally for slower readers. Good background reading for teachers.

Contents include: "The Impact of Geography on Japanese Culture," Edwin O. Reischauer; "The Prehistoric Preiod," Ray F. Downs, "Shintoism," J.E. Kidder, Donald Keene; "Legendary History," Nihongi; "Buddhism," Donald Keene; "Religion Adapts to the Modern Scene," Shukan Bunshun; "Prince Shotoku-- The Sinophile," Nihongi; "Life During the Nara Period," Langdon Warner; "The Extent of Japanese Borrowing from China," J.W. Hall and R.K. Beardsley; "The Cult of Beauty," Ivan Morris; "Language and Literature," Donald Keene; "The Evolution of Feudalism," Edwin O. Reischauer and J.K. Fairbank; "The Tokugawa Military Code;" "A Merchant of Kyoto," Saikaku Ihara; "Bushido--The Feudal Ethics," Inazo Nitobe; "Feudalism's Contribution to Modernization," J.K. Fairbank, Edwin O. Reischauer and A.M. Craig; "The Charter Oath,"Imperial Rescript; "The End of the Feudal Structure;" "Enthusiasm for Westernization," Yukichi Fukuzawa; "Overenthusiasm for Westernization," Robin Kanagaki; "Political Factions and Liberalism--Petition to the Japanese Government;" "Constitutional Development in the Emperor's Name," Imperial Rescript; "The Meiji Consitution;" "Insurance Against Excessive Liberalism," Imperial Rescript; "Economic Development," W.W. Lockwood; "Experiments with Imperialism," J.F. Downs; "Democracy or Totalitarianism," Edwin O. Reischauer; "A Capitalist's Approach to Foreign Affairs," Sobun Yamamuro; "Education and Indoctrination," Japanese Ministry of Education; "War in the Pacific," Ray F. Downs; "Asia for the Asians," Iichirō Tokutomi; "Condition on the Home Front," T. Aikawa; "Atomic Attack," Michiko Hachiya; "Surrender," T. Aikawa; "The Psychological Impact of Defeat," R.E. Ward; "The Scope of Occupation Reforms," R.E. Ward; "The Impact of the Occupation on Japanese-American Relations,"

R.E. Ward; "The 1947 Constitution;" "Japanese Society Today," Richard Story; "Current Problems: The Economy," P. Drucker; "The Current Political Scene," Lawrence Olson; "Political Trends," Edwin O. Reischauer; "Foreign Relations: The Appeal of Neutralism," Masataka Rosaka; "Foreign Relations--A New Role for Japan," Shintaro Ryu; "The Future," Herbert Passin; "The Meaning of Japanese History," John W. Hall.

Japan, People and Cultures Series, James I. Clark, McDougall Littell & Company, 1976, 145 pp., $3.56. The cover, Mt. Fuji at sunset through a temple arch, sets the tone for the format of this book, a sturdy paperback. Many high quality black and white photographs, reproductions of woodblock prints, screens and ink paintings are spread throughout. These plates illustrate the history of Japan from its origins to the present day.

As for the text, an introduction emphasizes the tensions of Japanese society, brought about by the unpredictable violence of the land itself. Then, the account moves on to describe: the mythological beginnings of Japan; early cultural imports from China such as Buddhism and Confucianism; Heian culture, the succession of military governments from the Kamakura to the Tokugawa; bushido; Tokugawa social structure and isolation; the coming of the West; modernization during the Meiji period, which is explained as coming from internal as well as external sources; the growth of the Japanese empire from 1890 to 1930; the military actions of the 1930's, the war and the American Occupation. The final section deals with modern Japanese society, covering child-rearing, education, the salary man, the paternalism of the Japanese company and present-day religions.

The theme of this presentation is that Japan is a traditional country which has had to modernize in a very short time, and that as a result there is a great deal of tension and alienation in Japan today. The book does attempt to put Japan in a global framework. As an example, it points out that Japan had one of the highest literacy rates in the world in the nineteenth century (as it does today.) It does not use Western standards to judge Japan except in the sphere of politics where the Meiji constitution is explained as undemocratic.

The general evaluation is that the portrait of traditional Japan has been simplified so that the book lacks accuracy in this area. The section on modern Japan is detailed and accurate although the account is slightly better on society, the arts and literature than it is on history or politics, which tend to be presented out of sequence and vaguely. The culture is made human, however, by the use of personal descriptions by Japanese participants and foreign observers. A suggestion might be to expand the picture by reading the full text of the sources from which this book is drawn, for instance Daughters of Samurai. It might be easier to follow through on sections if there were footnotes or a more complete bibliography. For able readers.

Japan, Hyman Kublin, Hougnton Mifflin, 1973, pb, $2.79, 288 pp. A solid introduction to Japanese history through 1971. Teachers should supplement with other material on events since then. Topics include: Japan and its people, the formation of an island kingdom, the beginnings of warrior rule, Japan under centralized feudalism, the modernization of Japan, domestic crises of the 1920's, the coming of World War II, the occupation and post-war recovery. Some students may find the reading dry and difficult. However, there is a great deal of information which can be used selectively according to the interests of the class.

Japan: Selected Readings, Hyman Kublin, ed., Houghton Mifflin, 1973, pb, $2.79, 244 pp. A companion volume to Japan, the book contains readings from both Western and Japanese writers on geography, rice, architecture, faiths, pre-history, cities, the way of the warrior, kamikaze, Zen, literature, tea, flowers, knowing one's place, doing business in Japan, revenge, haiku, the floating world, contact with the West, the emperor, Manchuria, Pearl Harbor, Hiroshima, the constitution of 1947, education, and U.S.-Japanese relations. Some students may find the readings too difficult or too long, but they can also be used as occasional supplementary readings, depending on the subject under discussion.

East Meets West, David Weitzman, ed., Addison Wesley, 1969, pb, $1.23, 64 pp. The primary purpose is to describe early relations between East and West. The readings are primary sources on the first impressions or knowledge that the Japanese and Chinese had of Americans and Europeans and vice versa prior to the late nineteenth century. The reading is somewhat difficult and students with good general history background might find it more interesting than those who do not.

Modernization in Japan, Robin McKeown, Addison Wesley, 1969, pb, $1.23, 64 pp. A collection of readings on urban workers, afterhours pleasures, sports, arts, ownership, the older generation and modern life, the younger generation in conflict and the Japanese short story, "the Talisman." Provides a variety of perspectives on the effects of modernization in Japan.

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New York, New York 10022

Washington Square Press
630 Fifth Avenue
New York, New York 10020

The Asia Society listing has attempted to describe some of the best available textbooks for the teacher with limited time. Descriptions and critical annotations on a wide range of other materials can also be found in:

1. Bay Area Resources on China, BAYCEP
   P.O. Box 2373
   Stanford, California 94305
   $1.00

2. Highly Recommended Secondary Classroom Materials on Japan
   by Teaching Japan in Schools
   Center for Research in International Studies
   Room 465, Building 460
   Stanford University
   Stanford, California 94305

3. Southeast Asia Today: A Resource Guide for Secondary Schools
   Indochina Curriculum Group, April 1974
   11 Garden Street
   Cambridge, Massachusetts 02138

4. The International Society for Educational Information, Inc.
   Miss Michiko Kaya, Director, solicts Japanese scholar reviews on textbooks on Japan from around the world and forwards their comments to publishers.
   Kikuei Building
   No. 7-8
   2-Chome, Shintomi
   Chuo-Ku Tokyo
   Japan

5. For evaluations of materials on the Middle East, see "The Image of the Middle East in Secondary School Textbooks," available from the Middle East Studies Association of North America, Hagop Kevorkian Center for Near Eastern Studies, Washington Square, New York 10023.

6. Teaching About Japan, Ruth Kanagy, ed., available from Jody Hymes, PASE, 300 Lane Hall, University of Michigan, Ann Arbor, Michigan 48104. $1.50.

7. For information on children's books, contact the Information Center on Children's Cultures: A Service of the United States Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016. Booklists are available on Afghanistan, Bangladesh, Bhutan, Burma, Cambodia, China, Hong Kong, India, Indonesia, Japan, Laos, Malaysia, Nepal, Pakistan, Sri Lanka and Vietnam. Write for details on how to order.